Job Satisfaction and Dissatisfaction:

Comparison of Behavioural and Regular Classroom Teachers

by

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Abstract

Each of the forty Toronto Board of Education behavioural teachers was matched as closely as possible with a regular classroom teacher from the same school, of the same sex, and teaching approximately the same age group of children. All of these teachers were sent a questionnaire (based on Herzberg's model) whose content reflected various aspects of job satisfaction or dissatisfaction. Demographic data was also gathered to be used in the study for examining correlations between satisfaction and various factors. Two additional questions were asked regarding factors that would influence their staying or leaving and one question was asked about merit pay.

Chi Square tests and t-tests were conducted on the results. The majority of each group of teachers was very satisfied with their job while the behavioural teachers were significantly more satisfied than the regular teachers. Intrinsic factors played a more significant role than did extrinsic ones. No demographic factors could be found to be predictors of job satisfaction or dissatisfaction.

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CHAPTER 1 - INTRODUCTION

> Teacher stress and burnout is not a stylish fad which will just fade away or evaporate, but a profound problem which must be addressed if the quality and productivity of American education is not to slip considerably (Cunningham, 1983, p. 48).

Much has been written about teacher stress and "burnout" (Beck and Gargiulo, 1983; Cook and Leffingwell, 1982; Dunham, 1981; Kyriacou and Sutcliffe, 1979; Lawrenson and McKinnon, 1982; Needle et al., 1980; Schwab, 1983; Shaw et al., 1980; Weiskopf, 1980; Youngs, 1978; and Zabel and Zabel, 1982) but few indepth studies have been conducted to determine the causes. Studies need to examine stress, which may lead to "burnout" and attrition, and teacher satisfaction and dissatisfaction to determine which factors influence teacher performance. Through an extensive evaluation of the causes, one could determine whether or not they are the same for all teachers or whether they vary with the individual and his/her teaching situation.

"Burnout" appears to be a state of physical and/or mental exhaustion which drastically reduces teachers' effectiveness in the classroom and may be severe enough to cause them to leave the profession temporarily or permanently. According to Cunningham (1983), "burnout" is defined as "the inability to cope adequately

with the stresses of one's work or personal life" (p. 37).

Because of lack of job mobility in a large urban system, it may also be that there are more teachers staying who would prefer to leave if the opportunity was available and are, therefore, under more stress than would be otherwise. While stress may not lead to "burnout" or attrition, it is known that stress does lead to job dissatisfaction (Cook and Leffingwell, 1982; Dunham, 1981; Kyriacou and Sutcliffe, 1978 and 1979; Needle et al., 1980; and Youngs, 1978). Stress can produce mild anxiety, rigidity, boredom, oppression, frequent absenteeism, or even neurosis in teachers. Sources of stress range from extrinsic factors (disruptive pupils, lack of time for preparation, too much paperwork, etc.) to intrinsic factors (lack of recognition, attitudes of administration, responsibility for pupils, etc.). Stress varies with age and sex of teacher, experience and qualifications, age and exceptionality of students, and administration (Bensky et al., 1980; Kyriacou and Sutcliffe, 1979; Lawrenson and McKinnon, 1982; Schwab, 1983; and Zabel and Zabel, 1982). As well, communication with peers and colleagues plays an important role.

It would appear from the literature (Beck and Gargiulo, 1983; Cook and Leffingwell,1982; Needle et al., 1980; Shaw et al.,

1980; Weiskopf, 1980; and Zabel and Zabel, 1982) that special educators are under more stress than regular classroom teachers. Some of the reasons given for this are: the amount of contact needed in supervising the students, lack of perceived success, lack of external supports, lack of training, amount of time required for meetings and report writing, lack of role clarification, and large class size (relative to the exceptionality).

Because of the intensity of some of these factors, coupled with aggressive, non-compliant children, the role of the teacher of emotionally disturbed is even more stressful than that of other special educators (Dunham, 1981, and Lawrenson and McKinnon, 1982). Many large boards have a continuum of services for emotionally disturbed children ranging from partial withdrawal from a regular class to full-time, segregated settings. Those children needing a full-time placement are often very aggressive, both verbally and physically, and, as such, create a very intensive, stressful situation for the classroom teacher.

Bullock and Whelan (1971) made a study of the competencies needed by these teachers and stressed the importance of having good programming skills for emotionally disturbed and socially maladjusted children, comprehensive knowledge of curriculum materials for all grade levels, and a thorough understanding of behavioural principles and strategies needed for

effective classroom management. Since teachers who experience stress report job dissatisfaction, it is necessary to determine the factors which contribute to job satisfaction in order to try to maximize the latter and thereby reduce the levels of stress.

"Job satisfaction and dissatisfaction are a function of the perceived relationship between what one wants from one's job and what one perceives it as offering or entailing" (Locke, 1969, p. 316). How does one measure an individual's perceptions? Are these perceptions only true for the moment or do they hold steadfast over long periods of employment? An instrument has to be found or developed that can measure job satisfaction based on the component parts and then give an overall rating of satisfaction or dissatisfaction according to the individual's perception.

Does one's level of satisfaction vary with the age and sex of the individual, the years of experience, the age and type of students taught, or the level of education that one has attained? Studies that considered these variables: age of teacher (Beck and Gargiulo, 1983; Knoop, 1980; Kyriacou and Sutcliffe, 1979; Lawrenson and McKinnon, 1982; and Schwab, 1983), sex of teacher (all of the above studies and Sergiovanni, 1967), age of students (Beck and Gargiulo, 1983, and Schwab, 1983), and level of education of teacher (same as for "age of teacher"). Knoop's study (1980) looked at present school experience, while Lawrenson and

McKinnon's study (1982) considered the number of years taught in a behavioural class.

Because there are some factors which are mentioned as sources of stress that are common to all teachers, it was decided to compare behavioural teachers with regular classroom teachers from the same school, teaching a similar age of students, and of the same sex whenever possible. This would attempt to equate the two groups on three measures while using the other factors as part of the demographic study.

Because severe stress may cause high absenteeism and even temporary leaves of absence from a board, it would have been advantageous to study those teachers who have been affected by stress to this degree. Comparisons of job satisfaction levels could then be made with those teachers who are seldom absent. Information about absenteeism and teachers on leaves of absence due to medical reasons is confidential so this study could not be done.

In summary, a cursory look at the literature shows that:

1. Stress leads to job dissatisfaction.

2. Teachers of exceptional children are subject to more occupational stress than regular educators.

3. Teachers of emotionally disturbed children report the greatest levels of occupational stress among special educators. Therefore, the hypothesis that will be tested by this study is

that:

> Teachers of emotionally disturbed children are more dissatisfied than regular education teachers because they are under more stress in their work.

The remainder of this thesis will: investigate the literature in terms of theoretical models and research findings related to the above objectives (Chapter 2); show how the study was conducted (Chapter 3); describe the analysis of the findings (Chapter 4); draw conclusions based on the results and suggest future directions to be taken in research (Chapter 5). A bibliography and appendix will follow the above.

CHAPTER 2 - REVIEW OF THE LITERATURE

The review of known literature in the field of teacher stress, satisfaction, and dissatisfaction will be divided into three major sections. First, research articles relating to stress and burnout in educators will be examined. Second, relevant studies addressing the conceptual framework of the problem will be considered. Included will be Vroom's (1964) expectancy theory; Locke's (1969) interactionist theory; and Hersey and Blanchard's (1977) theory of organizational behaviour which encompasses Maslow (1954) and McGregor (1966). Third, the two-factor theory of motivation developed by Herzberg, Mausner, and Snyderman (1959), from which the questionaire in this study was developed, will be examined in detail.

A. Research on Stress and "Burnout"

While theoretical models provide the basis for conceptualizing the problem, educational research provides a more practical application and solution to current issues. Articles related to the following areas will be explored in greater detail:

(a) Factors causing dissatisfaction which may lead to stress or burnout.

(b) Teachers of exceptional children vs. regular children when considering stress factors.

When one examines articles on stress and "burnout" amongst teachers (Cunningham, 1983; Kyriacou and Sutcliffe, 1978; Kyriacou and Sutcliffe, 1979; Needle, et al., 1980; Schwab, 1983; and Youngs, 1978), one can find many sources of dissatisfaction. Satisfaction and dissatisfaction are often linked with demographic factors such as age, sex, years of experience, and so on. Many of these links will be explored to discover if they are intrinsically or extrinsically based.

Youngs (1978) addressed the effects of teacher anxiety and stress on pupil performance and teacher well-being. A major source of anxiety appeared to be the poor working relationships of staffs with their administrators. Administrators who have leadership and interpersonal skills can greatly reduce the tension and anxiety in teachers by addressing and meeting their needs. Likewise, teachers who are respected and supported in their jobs are likely to react positively to handling responsibility, to care about their students, and to nurture a warm and healthy learning environment. Because these behaviours are non-stressful, teachers will be less anxious, will experience fewer negative emotions, and will have better attendance records.

Because teachers interact in a constant, intensive way with students, Schwab (1983) found that "burnout" could occur more rapidly in teaching than in other professions. (Schwab defined

"burnout" as "emotional exhaustion, negative attitudes toward clients, and loss of feeling of accomplishment on the job" (p. 21). Students, administrators, parents, trustees, other board personnel, and even colleagues place demands on teachers. Schwab found that years of experience, marital status, and amount of education did not have any major effect on levels of "burnout". Factors that did produce differences were age, sex, and grade level taught. Older teachers were not as willing to challenge current demands and issues. Female teachers experienced more positive attitudes towards their students than male. Elementary teachers fared better than high school or senior school teachers. In general, teachers who perceived a greater degree of control over their environment and whose needs were intrinsically based were less likely to be affected by stress and anxiety.

Kyriacou and Sutcliffe (1978), found that demographical factors such as those reported by Schwab (1983) had very little to do with teacher stress. Instead, they felt that personality characteristics of the individual were the determining factors. Sources of stress appeared to be disruptive pupils, difficult classes, lack of time to do work required, and difficult behavioural problems - most of these factors being extrinsic in nature. One-fifth of the 257 teachers studied reported experiencing a large amount of stress.

In another study done by Kyriacou and Sutcliffe (1979), results were similar. Almost one-quarter of the 218 teachers experienced much stress in their profession. A large proportion (72.5%) of the repondents were fairly satisfied or very satisfied with teaching. No demographical characteristics were found to be significant. Of the respondents, 23.5 % felt that they would not likely be teaching in 10 years' time.

Needle, et al. (1980), investigated sources of teacher stress and found "teachers reporting higher levels of job stress report greater job dissatisfaction, lower occupational self-esteem, more somatic complaints and lower general well being than those reporting lower levels of job stress" (p. 98). The sources appear to be both intrinsic and extrinsic: sense of achievement, work itself, conditions of work, opportunities for advancement, salary, policy-making input, and available resources. Those factors over which teachers had the least amount of control, contributed to the greatest amount of stress.

In his review of literature on teacher "burnout", Cunningham (1983) found many causes of teacher "burnout" or reduced job satisfaction. Stress can develop if teachers perceive a difference between their actual status and desired status in relation to other professionals. Status can be enhanced through improved public relations and increased salaries. In many ways, it is unfortunate that the people who do not work directly with

children (administrators, consultants, and supervisors) get higher salaries than those that do which forces teachers seeking greater monetary rewards to leave the classroom. Merit pay has been tried with only minimal success because it does tend to differentiate teachers who do the same work as opposed to paying extra to those taking on more responsibility.

Cunningham (1983) also found that teachers "must have the authority and power to change undesirable conditions in their job environment" (p. 43). Apart from the physical working conditions in their school and classrooms, teachers want to have input into class size, amount of planning time, reduction in supervision of students, and control over available resources - many of these being extrinsic factors which bring about dissatisfaction.

Teachers of exceptional students may experience stress factors in a more accentuated form. Several writers (Cook and Leffingwell, 1982; Dunham, 1981; Lawrenson and McKinnon, 1982; Shaw, et al., 1980; Weiskopf, 1980; and Zabel and Zabel, 1982) have addressed this topic in an attempt to understand the rationale behind this diversification. Cook and Leffingwell (1982) found several sources of stress for special educators: lack of role clarity, limited time for interaction with regular educators, lack of time to process paperwork, extra responsibilities and pressures to do with exceptional children, inadequate materials and

resources, and lack of support for new special educators. In addition to these sources, general stress factors for all educators were found to be: low pay, lack of recognition and appreciation, and disruptive pupils. It was suggested by these authors that special educators might need to change environments after teaching in the same situation for several years.

Cook and Leffingwell (1982) also found that, "one of the historic problems of special educators has been the lack of space designated for them in the typical school building" (p. 56). Often small storage spaces or isolated classrooms in the basement have been relegated as special education classrooms. This feeling of insignificance can lead to dissatisfaction and stress in teachers.

Dunham (1981) found that disruptive pupils produce stressful teaching situations especially in specialized classes or residential programs. The author found that special efforts have to be made to overcome or help alleviate the situation; for example, increase communication with peers and other professionals, provide inservice programs, adequate pay must be given, encouragement has to be given to staffs who do not have an active life outside of their classrooms, and healthy school atmospheres must be promoted. "Working in a healthy school would appear to be an important resource for staff as they attempt to meet the demands of teaching disruptive pupils" (p. 211).

In one of the few studies directly involving teachers of

emotionally disturbed, Lawrenson and McKinnon (1982) found that there was a high attrition rate (48% over a three year period) for these teachers. Their main source of dissatisfaction was lack of administrative support followed by inadequate staff support, excessive amount of paper work, and lack of recognition from administrators. Teachers who remained were fully certified and had B.A. degrees as opposed to higher qualifications.

Shaw et al. (1980) found that stressful teaching conditions in special education are leading to "rapid staff turnover, interpersonal problems among professional groups (e.g., regular and special educators and administrators), and resistance to change" (p. 21). Strategies for special educators to deal with stress include: knowing and understanding the role and responsibilities, receiving support especially during the first year, changing environments, maintaining a positive outlook, and having a life outside of the classroom.

According to Weiskopf (1980), "special educators may be subjected to additional emotional stress due to the nature of the job and the problems associated with exceptional students" (p. 22). Because of the constant adult supervision of these students, special education teachers are exposed to more negative attitudes and situations than the regular classroom teachers and may suffer more stress. Children with social/emotional needs place a greater demand on a teacher who must ensure that his/her own needs will be

replenished. Administrators have to become educated to the needs of special students and their teachers so that they can play a more supportive, understanding role. Changes in environment need to be encouraged after five years in the same program.

Zabel and Zabel (1982) randomly sampled teachers of various exceptionalities (learning disabled, educably mentally retarded, trainably mentally retarded, emotionally disturbed, and gifted). No comparison was made to regular classroom teachers. "Teachers of ED [emotionally disturbed] students reported the greatest occupational stress among teachers of exceptional children" (p. 262). They also found that older and more experienced teachers were less likely to experience stress and "burnout" and were more likely to have a greater sense of personal accomplishment.

All of these negative conditions mentioned may lead to job dissatisfaction and eventual "burnout". But what is job dissatisfaction (or satisfaction) and how can this be measured? Can job satisfaction be predicted or are there some factors such as motivation which would indicate a strong tendency towards satisfaction? Williams (1978) found that "the elimination of factors that cause job dissatisfaction among teachers is something quite different from purposeful action designed to increase job satisfaction" (p. 92).

B. Theoretical Models of Satisfaction, Dissatisfaction, and Motivation

Vroom's (1964) study examines the relationship between the motivation of individuals and the work they perform. Vroom's measure of job performance is a direct product of valence ("the strength of an individual's desire for a particular outcome" - Hunt and Hill, 1969, p. 104) and instrumentality (the belief that good job performance gets rewarded and poor job performance does not). The individual's view of his/her performance leads to job satisfaction or dissatisfaction. If the individual sees the results as extremely desirable, the drive to perform in order to obtain these results will be very strong. "As the worker attempts to satisfy his desire for his own level two outcomes [eg. promotion, mobility, or higher income], these are instrumental in motivating him to accomplish the organization's level one outcomes [eg. work performance]." (Holdaway, 1978, p. 9). Vroom's theory tends to work best on an organizational level, especially with intrinsically-motivated people since they have a strong belief that their own actions affect the results and are more motivated to try.

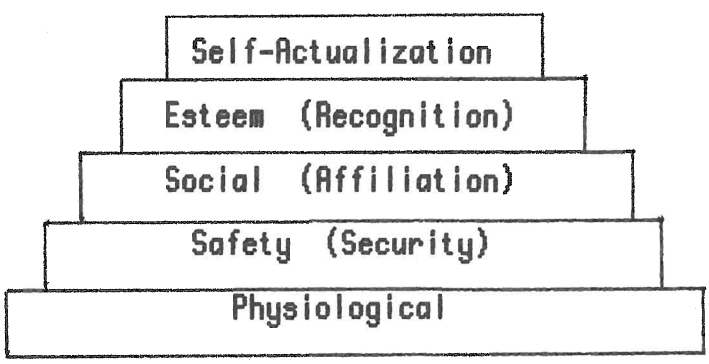
Locke (1969) attempts to examine and define job satisfaction and dissatisfaction through his "interactionist" model. By examining man's values and the degree to which an end

product meets these values, one can begin to measure satisfaction. Because various job factors are viewed differently by individuals, the resulting total degree of job satisfaction or dissatisfaction will vary in intensity because of the varying values given to each factor. "To fully account for the effects of value achievement on job satisfaction, ... one would have to take account of the nature of the individual's job values and identify any value conflicts" (p. 333). Locke sees overall job satisfaction as the summation of the various elements of the job as perceived by the individual.

According to Abraham Maslow (1954), there is a hierarchical structure of needs which have to be met in a certain order:

Table 1

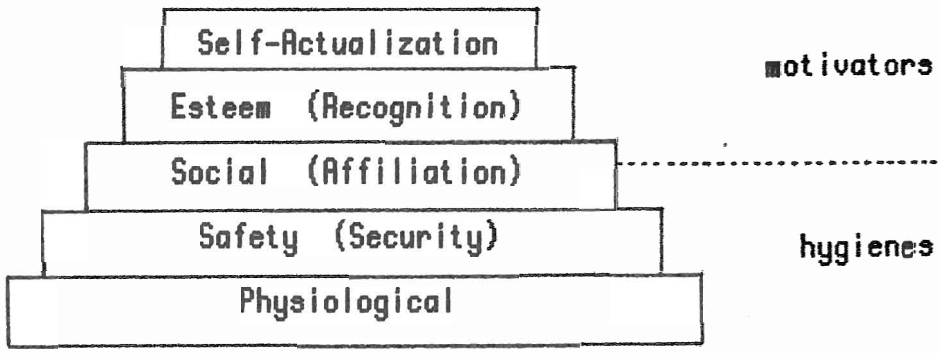
Maslow's Hierarchy of Needs



At the first level, the basic need for food, shelter, and clothing (physiological) has to be satisfied before the individual can be motivated to consider the next level of needs. Once the fear of harm and deprivation has passed by meeting the individual's need for security, the next need becomes the driving force, and so on. Maslow's model has often been linked to Herzberg's (Table 2) since they are both concerned with factors that produce certain behaviours in the work force. "Maslow is helpful in identifying needs or motives, while Herzberg provides us with insights to the goals and incentives that tend to satisfy these needs" (Hersey and Blanchard, 1977, p. 66).

Table 2

Comparison of Maslow's
Needs to Herzberg's Model



Douglas McGregor (1961) also looked at Maslow's hierarchy of needs and concluded that people who were intrinsically motivated and had reached the level of self-actualization would not respond positively to being closely controlled and supervised. These individuals would respond best to a Theory Y manager who would be supportive and encouraging. On the other hand, Theory X managers who direct, control, and supervise people would get the best results from people who are extrinsically motivated.

Several studies (Blai, 1981; Frataccia and Hennington, 1982; Holdaway, 1978; Miskel, 1973; Silver, 1982; Williams, 1978; and Wolf, 1970) have looked at the factors involved in teacher motivation, satisfaction, and dissatisfaction and combined these with theoretical models. According to Wolf's (1970) need gratification theory (which is based on Herzberg and Maslow), intrinsic aspects of the job are likely to be seen as useful for satisfying one's needs whereas extrinsic aspects are not. Wolf also theorized that "job motivation results from an individual's perception of the relationship between specific job-related behaviors and desired need-gratifying consequences" (p. 87). The lower level needs of Maslow (Table 2), which correspond to Herzberg's extrinsic factors, are more likely to be those which blue-collar workers strive for whereas the higher level needs, which are intrinsically based, are sought after by white-collar or

professional groups.

Wolf claims that Herzberg erred when he claimed that intrinsic factors which not only produced job satisfaction but also increased performance were equated with job motivation. For Wolf, "satisfaction is an end state, while motivation is a force ('drive') to achieve an end state" (p. 90). Satisfaction results from the gratification of a need and dissatisfaction results from the real or perceived failure to obtain gratification. Job motivation occurs when a person realizes that certain behaviours result in attempting to gratify a need. Since teachers are members of a professional group, most of their needs will be gratified through intrinsic factors.

In trying to understand the motivation of public school educators to work and advance, Miskel (1973) randomly selected senior education students, teachers, and administrators. Miskel found that, in addition to Herzberg's theory, another factor, that of security, plays an important role. In order to explain why there are more males in administrative roles, Miskel found that "administrative positions have low hygiene and high instability" (p. 52), and that the males in his sample scored high on "Competitive desirability, Tolerance for work pressure, and Willingness to seek reward in spite of uncertainty versus the avoidance of uncertainty" (pp. 48-49). This also supported the

assumption that individuals who were upwardly mobile would seek jobs with intrinsic rewards and greater instability.

When analyzing teachers who have left the system, Frataccia and Hennington (1982) looked at teachers' needs that were not being satisfied. Support was found for Herzberg's theory that sources of teacher dissatisfaction would be the hygiene components. However, these same teachers also scored high on motivation factors which Herzberg claimed led to job satisfaction. Many of those factors which scored low in both areas: company-administration policies, supervision, salary, working conditions, interpersonal relations, recognition, advancement, and achievement can be improved through administrative support and encouragement. Therefore, "the principal, serving as the building level instructional leader can exert considerable influence in assisting teachers [to] satisfy their needs related to both hygiene and motivation" (p. 8). Silver (1982) supported this view by combining Herzberg's Motivation-Hygiene theory with Vroom's Expectancy theory. "School leaders can ensure that excellent teaching is the most direct path to desired outcomes by rewarding such teaching in meaningful ways and by reinforcing teachers' expectations that their efforts will result in excellent teaching" (p. 554). Herzberg's theory suggests that intrinsic factors lead to job satisfaction but that if lacking, a principal can supply some by finding noteworthy areas to praise or can

suggest why certain missing elements are beneficial to students. This will in turn, according to Vroom's theory, lead teachers to see that good teaching results in desirable outcomes and will be thus rewarded. The more often this connection is made, the more likely that teachers' motivation will increase, and the circle will continue.

Blai (1981) predicted that "in the work environment, degrees of self-assessed job satisfactions vary with the strength of psychological needs satisfied." (Abstract - introductory page) Based on Maslow's theory of "human motivational behavior", the results would prove helpful in placing perspective workers if one's psychological needs could be measured. According to Maslow, once a need has been met, it is no longer considered as a need and the individual should then feel satisfied. Blai set out to measure the workers' perceptions of job satisfaction and the degree of satisfaction of psychological needs. The strongest psychological needs contributing to job satisfaction appeared to be interesting duties, job security, and self-actualization. Recent studies (Huszczo, 1981; Knoop, 1980; and Saal, 1978) have looked at job involvement and its links with motivation and job satisfaction. Saal (1978), after investigating literature on job involvement, decided to investigate those factors considered by some to have the most influence in this area, i.e. personal characteristics, situational characteristics, and work outcomes. In order to do

so, Saal split personal characteristics into demographic factors such as age and sex and psychological factors such as self-esteem and work ethics. Those factors which Saal found to have the most variance with job involvement were the situational characteristics and the personal (psychological) variables.

Huszczo (1981) surveyed 414 subjects ranging from skilled labourers to professionals and found that there was an interrelationship between job satisfaction, motivation, and involvement although the latter had a higher correlation with motivation than satisfaction. Another interesting finding that Huszczo made was the lack of any relationship between satisfaction, motivation, and involvement and lower order needs which supports Herzberg's theory.

Knoop (1980) also found a correlation between satisfaction, motivation, and involvement. As with Huszczo, several variables (personal, structural, and job factors) were studied. Knoop's findings indicated that "involvement of teachers is mainly related to three variables: job motivation, job satisfaction, and marital status." (Abstract - introductory page) Sex, age, and years of experience did not have any significant correlation with job involvement but marital status and locus of control did: "the less closely teachers were supervised, the higher was their degree of job involvement" (p. 10). Knoop found that single and divorced teachers are more likely to be

involved with their jobs than married ones.

Structural factors such as position in school and size and location of school had no significance for elementary teachers and only moderate significance for secondary teachers. All of the job factors were significant except for satisfaction with coworkers. Of all three factors, job related ones appeared more significant than personal or structural factors. "Involvement may be high because a person is satisfied with, or motivated by, his or her job; or a person may experience high job satisfaction, or job motivation, because of high job involvement" (p. 13).

After examination of theoretical models which explore teacher satisfaction, dissatisfaction, and motivation and current research related to this, one can see that this area is still very controversial with many conflicting viewpoints. Those findings that most of the authors would agree with are:

1. Teaching is a stressful profession.

2. Stress may be higher among special educators when compared to regular educators.

3. Stress may lead to dissatisfaction with teaching and to eventual burnout and attrition.

4. Sources of satisfaction and dissatisfaction vary with teachers but that the most common sources of satisfaction come from within the individual (intrinsic) whereas the most common sources of dissatisfaction come from outside the individual (extrinsic).

These findings would support Herzberg's two-factor theory.

5. The principal and his/her leadership skills have the greatest influence on teachers as to whether or not they are dissatisfied with their job.

6. Variance in factors causing satisfaction and dissatisfaction may be attributed to motivation.

7. When considering motivation, other theories combined with Herzberg seem to give the greatest accountability for job satisfaction and dissatisfaction.

8. Personal demographic factors (such as age and sex) have minimal influence on job satisfaction, dissatisfaction, and motivation.

9. Job involvement, satisfaction, and motivation are interrelated.

10. Because of the number of variables needed to measure job satisfaction or dissatisfaction, the results are often varied and inconclusive. Job satisfaction is a very complex and evasive component to attempt to measure.

C. Herzberg's Theory

Herzberg et al. (1959) contended that there were factors which could be used to measure job satisfaction and dissatisfaction. Those that lead to job satisfaction were called motivators because they tended to be intrinsic and those that

lead to job dissatisfaction were called hygienes or extrinsic factors. Are the factors which cause job satisfaction, when present in quantity or quality the same ones which cause dissatisfaction, when absent or diminished in quantity or quality? Frederick Herzberg addressed this question and came to the conclusion that they were not. Since Herzberg's model was developed from a study of industry, one questions whether or not it applies to and can be adapted to education.

Taking Herzberg's two-factor theory, a questionnaire was developed to be tested on a group of elementary teachers. From this survey, a measure of job satisfaction or dissatisfaction would be obtained. By comparing behavioural teachers with regular classroom teachers, further application could be made regarding two diverse teaching situations but with both groups having similar working conditions, colleagues, and administrators.

Herzberg's two-factor theory has also been called the motivator-hygiene, intrinsic-extrinsic, content-context, or satisfier-dissatisfier theory. Factors which motivate the person to achieve levels of self-esteem or self-actualization are known as motivators or intrinsic factors. Examples of these are: (Appendix A)

1. Achievement - this category entailed looking at the actual results of working as a teacher and noting whether or not there could be derived any intellectual or creative challenge from the job itself. (Questions 9, 38, 39, 46)

2. Recognition - included here were acts or feelings of recognition on the part of persons directly connected to and having an influence on the teacher; for example, parents, administrators, and colleagues. (Questions 13, 22, 25)

3. Work Itself - the actual physical tasks or duties involving teachers' time were covered here and included such tasks as classroom preparation and supervision of students. (Questions 18, 36, 45, 47)

4. Responsibility - any satisfaction derived by teachers relating to personal authority or responsibility for carrying out the work involved was covered in this category. Examples of this would be: responsibility for deciding the subjects to be taught and for composing the weekly timetable. (Questions 3, 14, 29, 43, 50)

5. Advancement - this category addressed the opportunity for change of status or position in teaching as a result of a teacher's present assignment. (Questions 5, 16)

6. Possibility of Growth - whenever a teacher was able to use his or her professional skills in situations which might enhance chances for future promotion or job change, these were considered to be growth possibilities. (Questions 20, 28, 33)

By satisfying these needs, job satisfaction results. "Motivators fit the need for creativity, the hygiene factors satisfy the need for fair treatment..." (Herzberg et al., 1959, p. 116).

Hygiene or extrinsic factors describe the environment in which a person works. Examples of these factors are:

1. Supervision-technical - factors in this category addressed the ability of the teachers' supervisor to understand the program and willingness to delegate responsibility for carrying out such a task. (Questions 41, 44)

2. Policy and Administration - any issues directly related to overall school policy with respect to organization and management were considered. (Questions 26, 34)

3. Working Conditions - environmental conditions at school have a direct influence on the job performance of teachers. Included were conditions of the school itself, the classroom, and staffroom. (Questions 12, 19, 21, 40)

4. Interpersonal Relations - Peers - the interaction between colleagues on staff and the support a teacher can derive from this interaction is of significance. (Questions 17, 27, 37)

5. Interpersonal Relations - Subordinates - rapport with and support from parents and students were seen as being part of a teacher's involvement with people having a vested interest in the program. (Questions 4, 6, 32, 35)

6. Interpersonal Relations - Supervisors - not only the school's administrators but also curriculum or student service personnel interact with teachers regarding the performance of their duties. (Questions 1, 2, 7, 8, 30, 31)

7. Status - any factors which contributed to the perception of increased importance in a teacher's program or position were considered in this category. (Questions 11, 42, 49)

8. Job Security - consideration was given for the presence or absence of job security in a teacher's program. Some special education programs still have protected positions whereas no regular classroom programs do. (Question 48)

9. Salary - since wages are determined according to qualifications and years of experience, wage or salary increases could not be considered. The only measure used was the teacher's perceptions of wages matching performance. (Question 10)

10. Factors in Personal Life - included here were any situations where the job had an effect on the teacher's physical or mental health or restricted activities outside of work. (Questions 15, 23, 24, 51)

According to Herzberg, by satisfying these needs, dissatisfaction and poor job performance are avoided.

Herzberg's theory also states that satisfaction and dissatisfaction are not on a continuum. A worker begins at a neutral point and motivators increase his/her satisfaction in a positive direction but lack of these factors only leads to minimal dissatisfaction. Lack of hygiene factors produces job dissatisfaction and an increase only leads to minimal satisfaction. Basically, the two sets of factors are separate and distinct and, therefore, mutually exclusive.

When considering job satisfaction and motivation, one is attempting to uncover an individual's attitude, not only toward his

job, but also toward his fellow workers, supervisors, and even the profession itself. Herzberg was concerned about the ethics of such an investigation but felt that "the assumption was made that the best justification for this work was in its potential social usefulness.... To discover and then reinforce the kinds of things that make people happier... is indeed a worthy end" (Herzberg et al., 1959, pp. x, xi). This was a direct contradiction to Peter Drucker who, in Herzberg's book, stated that "an investigation of workers' job attitudes was immoral and unjustified. He felt that it was no business of anyone but the worker himself how he felt about his job" (p. x).

Herzberg et al.'s (1959) study has generated considerable controversy regarding his methodology, motivation and hygiene factors, and applicability of his theory to the field of education: (Burke, 1966; Dunnette, Campbell, and Hakel, 1967; Ewen, 1964; Hulin and Smith, 1967; Hunt and Hill, 1969; Lindsay, Marks, and Gorlow, 1967; and Wernimont, 1966). Using an interview process, accountants and engineers were asked "to think of a time when they felt especially good (or bad) about their job and to describe the events and feelings associated with that episode" (Silver, 1982, p. 551). The 16 factors that were most frequently cited were given the labels, "motivators" or "hygienes". Most educational studies based on Herzberg's theory have used questionnaires or checklists and the results have been mixed in terms of agreement or

disagreement with Herzberg. "A conservative conclusion that we can draw from the diverse studies pertinent to this theory is that the aspects of work that are intrinsic to the tasks themselves are significantly related to individuals' attitudes and their levels of motivation" (Silver, 1982, p. 551).

Dunnette et al. (1967) found that "the Herzberg two-factor theory is a grossly oversimplified portrayal of the mechanism by which job satisfaction or dissatisfaction comes about" (p. 143). They, like others, found that certain job factors are important for both satisfaction and dissatisfaction while others have little predictability or influence. Wernimont (1966) found that a person's expectations of job practices, salary, and working conditions strongly influence his/her levels of satisfaction. If the person views these factors as fair and adequate, they are then of little concern or interest to the individual and, as such, do not influence levels of satisfaction. He concluded that "both intrinsic and extrinsic factors can be sources of both satisfaction and dissatisfaction, but intrinsic factors are stronger in both cases" (p. 41).

Burke (1966) summarized many researchers who had used Herzberg's theory as a basis for their investigations and found little support amongst them for the two-factor theory. He concluded, after his examination, that factors such as the age and sex of the respondents and the level of the respondent's job had

more influence on whether or not a given factor was a source of job satisfaction or dissatisfaction.

Some of the criticism against Herzberg's model has to be viewed with the following factors in mind:

(a) Most of the subjects were male.

(b) Most of the data came from one company.

(c) Most of the subjects were satisfied with their jobs.

(d) Most of the subjects were skilled or professional.

Of the few educational studies which have been done using Herzberg's model, some tend to support his theory that satisfiers and dissatisfiers are exclusively different: (Friedlander, 1964; Holdaway, 1978; Lawrenson and McKinnon, 1982; Lortie, 1975; Miskel, 1973; and Sergiovanni, 1967). According to Holdaway in his study, Teacher Satisfaction: An Alberta Report, he found that a large percentage of teachers were satisfied, especially in areas of their work over which they had the greatest control. The greatest area of dissatisfaction came from teachers' perceptions of negative public attitudes towards their profession - an area over which they have little direct control.

Sergiovanni's (1967) study of an educational organization found the greatest satisfier to be the work itself and the greatest dissatisfier to be working or environmental conditions. In Lawrenson and McKinnon's (1982) study involving 33 teachers of the emotionally disturbed, the greatest source of satisfaction was the

teachers' relationship with the students whereas the greatest dissatisfier was the lack of administrative support.

Other studies (Evans and Maas, 1969; Saleh, 1971; and Wickstrom, 1973) involved educators who were not supportive of Herzberg's theory. Evans and Maas (1969) tested over 1200 teachers in the Minneapolis-St. Paul Metropolitan Area and found that those factors which were viewed as satisfiers for teachers, also were seen as sources of dissatisfaction, if absent, with the exception of one factor, promotion. This factor was neither a strong satisfier nor dissatisfier. Lack of feeling of achievement and poor teaching relationships with pupils were seen as the greatest dissatisfiers whereas the presence of these factors produced the greatest satisfaction in teachers. Both of these factors are intrinsic which does not support Herzberg's dichotomous theory that dissatisfiers are extrinsic and motivators are intrinsic.

Wickstrom (1973), in his study of 373 Saskatoon teachers, was concerned with the limited application of Herzberg's theory to the field of education. While Wickstrom's findings indicate an overlap of factors as both satisfiers and dissatisfiers, the strongest factors for each were different with the exception of feeling of achievement. Wickstrom raised questions about the applicability of Herzberg's theory to the field of education because the job has such a large "human relations element" (largely intrinsic in nature) in it and the majority of the profession are

women.

Shoukry Saleh (1971), at the University of Waterloo, constructed a Job Attitude Scale based on Herzberg's work, relating to intrinsic and extrinsic factors. Comparisons of the results were made on the basis of sex, education, age, and position. Saleh found virtually no difference between the scores of males and females. The college educated group was found to have significantly higher intrinsic scores than the high-school educated group but this was reversed on the extrinsic sub-scales; and no differences between the various age groups, except for the group 56 and over where there was a significant drop in the intrinsic scores. When comparing the different working positions, Saleh found the highest intrinsic scores on middle and upper managers with the lowest being primary school teachers and correctional officers. However, there were differences across the positions on the various subscales.

The next chapter will address the methodology used to study job satisfaction and dissatisfaction among regular and behavioural class teachers while testing the hypothesis:

> Teachers of emotionally disturbed children are more dissatisfied than regular education teachers because they are under more stress in their work.

CHAPTER 3 - METHODOLOGY AND PROCEDURES

The review of literature attempted to establish the theoretical background for the many conflicting viewpoints regarding the variables of teacher satisfaction and dissatisfaction. This chapter will describe the study that was done based on Herzberg's two-factor theory. Included were several personal demographic factors used to analyze overall levels of satisfaction and dissatisfaction of teachers. Also included will be the population sample used for field testing the questionnaire and the data gathering procedures.

Population and Sample

The Toronto Board of Education has a total of 121 public elementary (K-8) schools serving 42,136 pupils. Of the 2,459 teachers, 515 are in Special Education classes (both withdrawal and segregated) covering the following exceptionalities: behavioural, learning disabled, reading disabled, developmentally slow, severely emotionally disturbed, physically handicapped, gifted, and communication disorders (speech, hearing, and language).

Of the total group of 42 behavioural teachers in the

Toronto Board of Education, two of them had been absent for an extended period and were eliminated. Of the 40 remaining, 26 came from schools having one behavioural program and the remainder came from schools with two programs. Each behavioural teacher was matched as closely as possible with a regular teacher from the same school, of the same sex, and teaching approximately the same age group of children. The major reason for choosing teachers in the same school was the number of questions concerned with working conditions of the school, support from administration, community involvement, and rapport with colleagues. Age of students was chosen as a factor because many meetings, events, and professional development activities revolve around the primary, junior, or senior division teachers. Sex was used as a factor because of the possible similar rapport with colleagues and administration.

The group of behavioural teachers represent 7.8% of the Special Education teachers and both groups of teachers represent 1.6% of all of the elementary teachers in the system. The schools from which these teachers came represented 27.3% of the total number. No assumption can be made that the teachers in this study represent a random sample of regular or special education teachers. Those who participated did so because they are employed by the Toronto Board of Education and were selected according to the above-mentioned procedure.

The population used for field-testing the questionnaire and for establishing reliability and validity was a group of 28 Faculty of Education students at the University of Toronto. They were enrolled in an evening course for Special Education students and were taking two options, one of which was Behavioural Exceptionalities (Elementary). Total number of years teaching experience varied from 0 to 27. Of the group, three students had full-time behavioural classes while the others were in a variety of teaching situations: other special education classes, regular classrooms, treatment centres, and supply teaching.

Instrumentation

Section A of the questionnaire (see Appendix) was used to gather demographic data on the two groups of teachers. Factors used were: sex, age, qualifications, and age of students. Because of the differences between these groups, questions concerning their years of teaching experience and future in the profession were worded differently. All other questions were identical. Two additional questions were asked regarding factors that would influence their staying or leaving and one question was asked about merit pay.

In developing a framework for Section B of the questionnaire, Herzberg's theoretical model was used which

contained 16 job-attitude factors, namely: Recognition, Achievement, Possibility of Growth, Advancement, Salary, Interpersonal Relations (Supervisors, Subordinates, and Peers), Supervision-Technical, Responsibility, Policy and Administration, Working Conditions, Work Itself, Factors in Personal Life, Status, and Job Security. Using the descriptive criteria found in The Motivation to Work, 52 statements were developed - each one falling under one of the headings. The minimum number of questions in a group was one and maximum was six. These statements were randomly selected. A Likert scale was used with numbers ranging from one to five, from "very negative" to "very positive". Words were added at the end of each scale to more closely define the range. A covering letter was added to the package with directions for returning the survey. Follow-up letters were sent to the non-respondents.

Data Gathering Procedures

Both the 40 regular and 40 behavioural classroom teachers were sent a package through the board mail. The contents of the package were as follows: a covering letter outlining the purpose of the thesis and directions for completion of questionnaire; the two-part questionnaire; a self-addressed brown envelope; and a stamped, self-addressed postcard containing the teacher's name

and school. Recipients were asked to complete the questionnaire and return it to me through the board mail. At the same time, they were to return the postcard using the postal system. The latter ensured that they had completed the questionnaire but guaranteed confidentiality and anonymity. A follow-up letter was sent to non-responders.

A total of 26 behavioural teachers (including one return which had to be eliminated because more than 15% of the questions were omitted) or 65% of that group returned the questionnaire. Of the regular teachers, a total of 29 or 72.5% completed the questionnaire. Returns were not as high as anticipated because of a work-to-rule situation in the board which resulted in some teachers refusing to do any extra paperwork.

Field Testing Questionnaire

To test reliability, the Faculty students were given the complete package consisting of the survey letter and two-part questionnaire (see Appendix). Section B of the questionnaire was given again the following week. (It was assumed that the demographic data would have remained constant.) Of the 28 students involved, only 24 were present for the pre- and post-tests. Of these, four had to be eliminated because they had omitted more than 15% of the answers.

Raw scores were obtained for each student by summing the individual answer scores. Where students had omitted a question, the total raw score was converted using the formula:

$$\text{Converted score} = \frac{\text{Total raw score}}{\text{Total max. for questions answered}} \times 260$$

where 260 is the total maximum for the 52 questions.

A Pearson Product Moment Correlation coefficient was then calculated to test reliability using the formula:

$$rxy = \frac{xy}{\sqrt{(x)(y)}}$$ where x is the scores on the pre-test and y is the scores on the post-test. The value of $r = .86$ indicates that there is a strong relationship between the pre-test and post-test (according to Cohen, 1976).

The standard deviation was calculated using the following: $\sigma r = \frac{1}{\sqrt{(N-1)}}$ and was found to be .23. A t-score of 3.74 was then obtained using the formula: $t = \frac{r}{\sigma r}$. This was significant at the .01 level of confidence. The standard error of the mean on the pre-test was found to be 2.98 and on the post-test was 3.55.

To test construct validity, a mini-lecture on Herzberg's model was given after the post-test. When asked to match each of the 52 questions with 17 categories from Herzberg's model (16 actual categories plus one category for "none of the above"), 20

questions or 39% of the total were matched perfectly by all of the people. Of the 52 questions, 79% were matched with three or less mismatches. Of the seven questions where no one matched correctly, four questions belonged in the correct broad category of either Motivators or Hygienes and were retained; one question was dropped from the study; and the other two were kept because of the few questions in that category.

To test content validity, Burrough's Eighth Mental Measurements Yearbook was consulted to attempt to locate a test that was similar to the questionnaire. A "Job Attitude Scale" had been developed in Canada in 1971 and was based on Herzberg's model. The author, Shoukry D. Saleh, was contacted at the University of Waterloo and permission was granted to obtain a copy of the test and manual, reproduce copies of the test, and administer this test to the group of Faculty students. The Job Attitude Scale consists of 120 paired statements and the testee was asked to pick one of the pairs. Of the total statements, 40 pairs contain only extrinsic factors in job satisfaction; 40 pairs consist of intrinsic factors; and 40 pairs consist of one extrinsic and one intrinsic factor. It is possible, therefore, to get a general intrinsic score out of 60. This figure was then compared to the scores received on the Motivator section of the questionnaire as well as to the overall raw score.

Comparing the mean obtained for Primary Teachers on the general intrinsic score, Saleh's was 30.10 compared to a mean of 23.57 for the Faculty students. Although these students are not all primary teachers, their score was significantly lower than any other occupational group that Saleh tested. No explanation could be given for this.

When comparing intrinsic scores on Saleh's questionnaire with the Motivator section of the devised questionnaire, a Pearson Product Moment Correlation of .59 was obtained. Comparing this same intrinsic score to the overall score on the questionnaire, the correlation coefficient is .63. Alternatively, the Motivator section of the questionnaire correlates very highly with the overall score on the questionnaire, i.e. .87.

In Chapter 4, the statistical treatment of the results will be analyzed as to levels of satisfaction and dissatisfaction; differences between the two groups of teachers; and comparisons of demographic data. Chapter 5 will present the summary and conclusions for the paper while looking at directions for future research.

CHAPTER 4 - DATA PRESENTATION AND ANALYSIS

A. Data Presentation

The statistical treatment of the results from previous chapters will be analyzed as to levels of satisfaction and dissatisfaction; differences between the two groups of teachers (Behavioural and Regular); and comparisons of demographic data.

The Questionnaire (Appendix) was composed of two sections: Section A contained the demographic information and Section B contained 51 statements based on Herzberg's two-factor model. Using a Likert scale with a range of one to five (higher scores meaning greater satisfaction), a total raw score could be obtained by summing the individual answers. A scale was then constructed indicating levels of satisfaction or dissatisfaction. With a minimum of 51 and a maximum of 255, the range became:

51	-	102	Very Dissatisfied
103	-	153	Dissatisfied
154	-	204	Satisfied
205	-	255	Very Satisfied

Comparing the two groups of teachers (Table 3), it can be concluded that the majority (88% of the Behavioural and 90% of the Regular teachers) were in the Satisfied to Very Satisfied range

Table 3

Comparison of Overall Levels of Satisfaction and Dissatisfaction Between Behavioural and Regular Teachers

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Behavioural (N = 25)	9 (36%)	13 (52%)	3 (12%)	0 (0%)
Regular (N = 29)	8 (28%)	18 (62%)	3 (10%)	0 (0%)

and there were no Very Dissatisfied teachers.

The total raw score for both groups of teachers was compared. The median for Behavioural teachers was 185 as compared to 183 for Regular teachers. The comparable means were 191.3 and 186.4 respectively. When a t-test for small independent samples (< 30) was done on the two means, at $p \leq .05$, the mean score of the Regular teachers as compared to the Behavioural teachers was significantly lower (Table 4). When only the satisfaction scores were compared, the behavioural teachers were significantly more satisfied than the regular teachers. Various demographic factors and subsections of the questionnaire would have to be examined in order to determine which might be predictors or variables of job satisfaction. These will be examined later in this chapter.

Examining the group of six Dissatisfied teachers in greater detail (Table 5), there seems to be no one demographic factor that is relevant. Surprisingly, all of these teachers see themselves in the teaching profession five years from now. When considering the questionnaire items, the lowest scores of the Dissatisfied group came from a variety of categories and no patterns could be found. Only one out of the six was in favour of merit pay.

When comparing both groups using demographic factors at all levels of satisfaction or dissatisfaction (Tables 6, 7, and 8), there was no significant difference between the two groups

Table 4

Total Satisfaction/Dissatisfaction Scores
of Both Groups of Teachers

	Mean	S.D.
Behavioural (N = 25)	191.3	28.00
Regular (N = 29)	186.4	24.76

t = 2.469 is significant at 0.05 level. df = 52.

Note: 0.05 level of significance will be used throughout.

Total Scores of Both
Groups of Satisfied Teachers

	Mean	S.D.
Behavioural (N = 22)	197.7	23.31
Regular (N = 26)	191.0	21.88

t = 3.641 is significant at 0.05 level. df = 46.

Table 5

Demographic Information for Dissatisfied Teachers

	Sex		Age			Age of students		
	M	F	30-34	35-39	40-44	Pr.	Jr.	Sr.
Behavioural (N = 3)	1	2	2	0	1	0	3	0
Regular (N = 3)	1	2	0	2	1	0	3	0
Total	2	4	2	2	2	0	6	0

	Total Years of Experience			Degree			5 Years From Now Teaching?	
	0-10	11-20	21+	0	BA/BEd	MEd+	In	Out
Behavioural (N = 3)	2	0	1	0	3	0	3	0
Regular (N = 3)	0	3	0	0	3	0	3	0
Total	2	3	1	0	6	0	6	0

Table 6

Demographic Information for Behavioural and Regular Teachers

	Age of Students		
	Primary	Junior	Senior
Behavioural (N = 25)	6.5*	12.5*	6
Regular (N = 29)	4	19	6

Chi Square = 1.648 df = 2 not significant at 0.05

* One teacher had an equal split of primary and junior students.

	Degrees		
	None	B.A./B.Ed.	M.Ed.
Behavioural (N = 25)	4	17	4
Regular (N = 29)	6	19	4

Chi Square = 0.218 df = 2 not significant at 0.05

Table 7

Demographic Information for Behavioural and Regular Teachers

	Age of Teachers				
	20-29	30-39	40-49	50-59	60+
Behavioural (N = 25)	2	15	7	1	0
Regular (N = 29)	0	18	9	1	1

Chi Square = 3.519 df = 4 not significant at 0.05

	Sex of Teachers	
	Male	Female
Behavioural (N = 25)	7	18
Regular (N = 29)	9	20

Chi Square = 0.172 df = 1 not significant at 0.05

Table 8

Demographic Information for Behavioural and Regular Teachers

	Total Years of Experience 0-10	11-20	21+
Behavioural (N = 24*)	10	10	4
Regular (N = 29)	2	22	5

Chi Square = 9.683 df = 2 is significant at 0.05

	Years of Experience in Present School 0-10	11-20	21+
Behavioural (N = 23*)	22	1	0
Regular (N = 27*)	14	12	1

Chi Square = 12.122 df = 2 is significant at 0.05

* Not every teacher answered this question.

with respect to age of students, degrees, and age and sex of teachers when Chi Square tests were done. With respect to total years of experience and years of experience in the present school, there was a significant difference at the .05 level.

When considering the total years of experience for both groups of teachers, the range for the Regular teachers was from 6 to 25 years with a mean of 16.9 years experience. For Behavioural teachers, the range was 3 to 27 years with a mean of 12.8. Since Behavioural teachers are required to have specific qualifications in order to teach their classes, and with few Regular teachers wanting to teach in these programs, virtually the only teachers to be hired in the past few years of a declining enrolment situation have been those for the Behavioural field. As such, there are many more Behavioural teachers (40%) with less than 10 years of experience and only 7% of the Regular teachers who have less than 10. Because of this phenomenon, it would have been very difficult, if not impossible, to match these two groups of teachers on the basis of experience. Many of the Behavioural teachers, however, have been occasional teachers in the system which meant they had other teaching experience which could not be officially included.

Behavioural teachers seem more mobile in terms of years of experience in their present school but this would be expected since

behavioural classes have only existed since 1954 and many have opened only in the last five years. Comparing the number of years in the same school, the range for the Regular teachers is from 1 to 22 years with a mean of 9.4. For Behavioural teachers, the range is from 1 to 15 years with a mean of 4.1.

Since the ranges for "Total Years of Experience" are very broad, it is necessary to examine the data in greater detail. All of the Behavioural and Regular teachers with less than 15 total years of experience, when taken together and compared to their total raw score of satisfaction or dissatisfaction, produced no significant difference (Table 9). The same is true when examining those teachers with more than 15 total years of experience. Results show that years of experience is not a predictable factor for determining levels of satisfaction. (The reason 15 was chosen as the number of years was because the group split almost evenly on either side of this point.)

Although there is a great difference in the means for years of experience between both groups of teachers, the mean ages are very similar, i.e. 37.2 for Behavioural teachers and 39.4 for Regular teachers. (Since a range was given, eg. 30 - 34, an exact age is not possible but the mid-point of each range was used for any calculations.) When a correlation was done on age and satisfaction scores for each group of teachers, no significant difference was found.

Table 9

Comparison of Teachers on Years of Experience

Type of Teacher	>15 years experience	<15 years experience	15 years experience
Behavioural (N = 24*)	5	18	1
Regular (N = 29)	19	8	2
Total	24	26	3

* Not every teacher answered this question.

Comparison of Satisfaction/Dissatisfaction Scores for Teachers on the Basis of Years of Experience (> or < 15 years)

	$\bar{X}$	SD
Behavioural and Regular Teachers with >15 years experience (N = 24)	189.25	27.11
Behavioural and Regular Teachers with <15 years experience (N = 26)	189.69	28.52

t = .00018 df = 1 not significant at 0.05

As expected, behavioural teachers have more Special Education courses because Part II is mandatory with the Toronto Board of Education and many teachers continue on to get Part III or their Specialist Certificates which allows them to teach any special education class. Over half of the regular teachers had no special education courses but the trend seems to be towards acquiring some. More regular teachers (72.4%) take other Ministry courses than do behavioural teachers (64%).

It was interesting to note that of the behavioural teachers, all of them saw themselves teaching a year from now and 92% felt that they would be still teaching five years from now. For Regular classroom teachers, the results were slightly lower: 89.7% felt they would be still teaching a year from now but only 65.5% felt that they would be five years from now. Of the Regular teachers who indicated that they might be out of teaching in five years time, six would be on leaves of absence which may or may not see them returning to teaching and two indicated that they would be resigning. Three Regular teachers were hoping to be promoted within five years. Of the Behavioural teachers, none indicated taking leaves of absence which is very interesting and may be another indication of less dissatisfaction or stress. Five saw themselves being promoted. Even the six Dissatisfied teachers all saw themselves teaching five years from now.

Merit pay did not appear to be supported but qualifying statements either in support of or against it were given in many cases. It was obvious that the teachers were not categorically "for" or "against" merit pay. This is a subject that produces heated discussion amongst teachers and could be explored further in another study.

When listing the factors that would contribute to Regular teachers remaining in the teaching profession, the two mentioned most frequently were: job satisfaction and financial aspects (Table 10). For Behavioural teachers, the two were: a supportive environment and job satisfaction. When examining those factors that teachers said would contribute to them leaving the profession, Regular teachers listed: pressures from within or outside of teaching and personal or professional commitments (Table 11). For Behavioural teachers, the two most important factors would be: lack of support and a need for change (Table 12). Reasons for staying or leaving by either group do not qualitatively support or refute Herzberg's theory.

B. Analysis of Findings

As we know from the literature, stress does lead to job dissatisfaction and may even lead to burnout and attrition. From

Table 10

Factors That Would Contribute to Behavioural Teachers (N = 25) Remaining

	Number Choosing This Factor*
1. Supportive environment	10
2. Job satisfaction	10
3. Good working conditions	6
4. Freedom of movement within the system	3

* Some teachers gave many reasons and some gave none.

Factors That Would Contribute to Regular Teachers (N = 29) Remaining

	Number Choosing This Factor*
1. Job satisfaction	13
2. Financial aspects	8
3. Freedom within classroom	4
4. Relationships with colleagues	3
5. Good physical and mental health	3
6. Freedom of movement within the system	3

* Some teachers gave many reasons and some gave none.

Table 11

Factors That Would Contribute to Behavioural Teachers (N = 25) Leaving

		Number Choosing This Factor*
1.	Lack of support	9
2.	Need for change of program	6
3.	Poor health	5
4.	More paperwork	5
5.	Stress	4
6.	Longer working hours	3
7.	Lack of job satisfaction	3
8.	Lack of integration opportunities for students	3
9.	Family and/or personal commitments	3
10.	Openings elsewhere in teaching	3

* Some gave many reasons and some gave none.

Table 12

Factors That Would Contribute to Regular Teachers (N = 29) Leaving

	Number Choosing This Factor*
1. Pressures from within or outside of teaching	11
2. Personal or professional commitments	6
3. Lack of freedom within classroom	5
4. Lack of sense of accomplishment	5
5. Longer working hours	5
6. Increased financial opportunities outside of teaching	5
7. Increased workload	5
8. Illness	3
9. Lack of administrative support	3

* Some teachers gave many reasons and some gave none.

this study, it would appear that the teachers studied were very satisfied with their jobs (Table 3) and the stressful factors that would contribute to their leaving (Tables 11 and 12) must not have been present in sufficient quantity to cause them to leave. Even the few dissatisfied teachers (Table 5) saw themselves still teaching in 5 years time. (Whether this is due to lack of severe stressful conditions or lack of job mobility is not known.) The dissatisfied teachers were of both sexes, covered all age ranges, and had a range of years of experience. The areas of commonality were the age of students - all taught junior aged students - and their academic qualifications - all had B.A.'s or B.Ed.'s.

From the literature, it would appear that special educators are under more stress and are, therefore, more dissatisfied than regular educators. This study proved otherwise (Table 4). Perhaps the training (minimum qualifications are Part 11 in Special Education with the behavioural option), small class size (P.T.R. is 8:1 with a full-time educational assistant), external support system (co-ordinator, consultant, social workers, psychologists, psychiatrists, and curriculum consultants), and perceived success (Table 10) weigh heavily in the special educators' favour. Even with aggressive children, heavy report writing, and frequent meetings (other known sources of stress), the overall feeling is one of being satisfied with one's job.

When trying to determine which demographic factors may determine or may correlate with job satisfaction or stress, one can only draw very general conclusions. According to Kyriacou and Sutcliffe (1979), if one is a young, female teacher with little experience, the chances of leaving teaching is greater. Schwab (1983) found similar results but claimed that years of experience had no bearing. He, along with Wickstrom (1973), found that female teachers and elementary teachers had more positive attitudes. Knoop (1980) found only one demographic factor correlated positively with job involvement and that was marital status (single or divorced are more motivated than married). The findings of this study are that age, sex, degree level, and grade level taught are not significantly different between regular and behavioural teachers (Tables 6 and 7). There was a significant difference between the two groups as to years of teaching experience (Table 8) but when the two groups of teachers were combined on the basis of those with less than 15 years of experience and those with more than 15 years of experience, there was no significant difference (Table 9).

From the theoretical models studied, intrinsic factors appear to be most positively correlated with levels of satisfaction and this was true for this study as well (Table 13). Factors that teachers listed as contributing to their staying or leaving were

both intrinsic and extrinsic. (One has no way of determining the number or intensity that would cause the person to actually leave teaching.)

When the data on the questionnaire is analyzed in terms of motivators and hygienes (Table 13), one notes that there is no significant difference between the two groups of teachers on the hygiene factors. There is, however, a very significant difference when one examines the motivators. It is necessary to further divide this group of questions to understand which may be the best indicators of satisfaction for each group of teachers (Table 14). Two areas, Achievement and Advancement, are so closely matched that they cannot be used to differentiate the two groups. When one looks at the other four areas: Recognition, Possibility of Growth, Responsibility, and Work Itself, it is apparent that the first two areas are of significance for Regular teachers and the latter two areas are very significant for Behavioural teachers.

In Chapter 5, the summary and conclusions will be presented as well as recommendations for future research.

Table 13

Comparison of Behavioural Teachers to Regular Teachers
Using Motivators and Hygiene Scores

Types of Teachers	Motivators	Hygienes
Behavioural (N = 25)	Σ = 1976 $\bar{X}$ = 79.04 SD = 12.06	Σ = 2816 $\bar{X}$ = 112.64 SD = 18.71
Regular (N = 29)	Σ = 2159 $\bar{X}$ = 74.45 SD = 11.23	Σ = 3235 $\bar{X}$ = 111.55 SD = 16.17

t - test on Motivators:	df = ∞	t = 6.95	is significant at 0.05 level
t - test on Hygienes:	df = ∞	t = 1.36	is not significant at 0.05 level

Table 14

Comparison of Behavioural and Regular Teachers on Sub-Sections of Motivator Scores

Type of Teacher	Recognition (Questions: 13, 22, 25)	Achievement (Questions: 9,38,39,46)	Advancement (Questions: 5, 16)
Behavioural (N = 25)	Σ = 266 $\bar{X}$ = 10.64	Σ = 364 $\bar{X}$ = 14.56	Σ = 117 $\bar{X}$ = 4.68
Regular (N = 29)	Σ = 324 $\bar{X}$ = 11.17	Σ = 421 $\bar{X}$ = 14.52	Σ = 139 $\bar{X}$ = 4.69

Type of Teacher	Possibility of Growth (Questions: 20, 28, 33)	Responsi-bility (Questions:3, 14,29,43,50)	Work Itself (Questions: 18,36,45,47)
Behavioural (N = 25)	Σ = 227 $\bar{X}$ = 9.08	Σ = 551 $\bar{X}$ = 22.04	Σ = 444 $\bar{X}$ = 17.76
Regular (N = 29)	Σ = 294 $\bar{X}$ = 10.14	Σ = 537 $\bar{X}$ = 18.52	Σ = 445 $\bar{X}$ = 15.34

For behavioural teachers:
t-test on Responsibility: df = ∞
t = 10.4 is significant at 0.05 level and 0.01 level
t-test on Work Itself: df = ∞
t = 7.91 is significant at 0.05 level and 0.01 level

For regular teachers:
t-test on Recognition: df = ∞
t = 2.12 is significant at 0.05 level
t-test on Possibility of Growth: df = ∞
t = 4.52 is significant at 0.05 level

CHAPTER 5 - SUMMARY AND CONCLUSIONS, FUTURE RESEARCH, AND LIMITATIONS OF STUDY

A. Summary and Conclusions

The hypothesis that this study set out to test was that:

> Teachers of emotionally disturbed children are more dissatisfied than regular education teachers because they are under more stress in their work.

From the evidence gathered from a very select group of teachers, it was shown that the opposite is true and, therefore, the hypothesis was not proven. None of the demographic factors made any significant difference in the scores but two subsections of the Motivators, namely Responsibility and Work Itself, proved to be of greater significance than any others for the behavioural teachers and Recognition and Possibility of Growth for regular teachers.

Other findings from the study are:

1. Level of satisfaction was very high for both groups of teachers.

2. The few dissatisfied teachers in each group did not want to leave teaching which indicates that their level of

dissatisfaction was not causing enough stress to lead to burnout or attrition.

3. Demographic factors, such as age and sex of teacher, age of students, and academic qualifications, were not significant when comparing the two groups.

4. Years of experience was a significant factor because the behavioural teachers' average was far lower than the regular teachers. When the group was split in half, and all teachers with less than 15 years experience were compared with all teachers with more than 15 years experience, there was no significant difference in the level of satisfaction.

5. Aspects of teaching which contributed to behavioural teachers remaining in the field were: supportive environment, job satisfaction, and good working conditions. For regular teachers, they were: job satisfaction, financial aspects, and freedom within the classroom. While job satisfaction is an intrinsic factor, most of the others are extrinsic. Most of the aspects of teaching that would contribute to leaving the field, for both sets of teachers, are extrinsic.

6. In each situation, some of the aspects giving satisfaction are those which cause dissatisfaction - but most are independent.

7. When the questionnaire is split into Motivators and Hygienes, a comparison of behavioural with regular teachers shows

the Motivators play a very significant role in determining levels of satisfaction. This strong presence of intrinsic factors does support Herzberg's theory. Hygienes are not significant. A further breakdown of Motivators into the six subgroupings show that for behavioural teachers, the questions on Responsibility and Work Itself are very significant and for regular teachers, the areas are Recognition and the Possibility of Growth.

In summary, both the behavioural and regular teachers in this study were very satisfied with their profession while the behavioural teachers were significantly more satisfied than the regular teachers. Both total years of experience and years of experience in their present school were significant and might be predictors of satisfaction and dissatisfaction. When all teachers were compared on the basis of less than and more than 15 years of experience, there was no significant difference. Age and sex of teachers, age of students and levels of education were not indicators of levels of satisfaction or dissatisfaction. Hygiene factors were not significant when comparing the two groups but four of the Motivators were: Responsibility, Work Itself, Recognition, and Possibility of Growth. Findings did not conclusively support or refute Herzberg's theory nor did they show that his theory does or does not apply to education.

B. Future Research

After examining other studies on job satisfaction and dissatisfaction, the question still remains: how is this accurately measured? Individual components and factors are known to be linked to job satisfaction (or dissatisfaction) but research has not conclusively shown that the sum of these factors equals the total results. In any study involving human behaviour, there are many outside factors that enter into the decision and a longitudinal study may produce more accurate results.

Although most researchers in this field agree that intrinsic factors are definitely stronger than extrinsic factors as sources of satisfaction, one has to look at those over which the individual has the most control as they tend to have the greatest influence. The further the locus of control is from the individual, the more dissatisfaction is produced.

Job satisfaction needs to be divided into various components with each of these studied independently to see what the effect is on an individual. Some of these components could be: administrative support, working relationships with colleagues, work itself, salary, etc. While the overall level of satisfaction may give one measure, the sum of the components may not equal this level. Major differences could be investigated.

With the wide differences of opinion with respect to demographic factors being predictors of job satisfaction or dissatisfaction, more research needs to be done in this area. Causes of stress (both personal and professional) also need to be examined and correlated with levels of teacher satisfaction and dissatisfaction. This should be investigated with both regular and special educators. Merit pay or other pay scales for teachers' productivity should also be explored in greater detail.

In order to validate this study, a larger sample of teachers needs to be considered including a proportionately larger segment of special educators. Possibly other fields of special education teachers could be considered. Although this study found that Responsibility and Work Itself could be predictors of satisfaction in behavioural teachers and Recognition and Possibility of Growth predictors of satisfaction in regular teachers, further research is needed to know if these predictors hold true with all teachers tested.

C. Limitations of Study

Because of the small number of behavioural teachers who were involved in this study, it is difficult to draw general conclusions that might apply everywhere. The original group of 42

was very small and the size of the group who responded (N = 25) meant that the results were based on a small sample size. The study would have to be replicated elsewhere and, ideally, with a larger sample size.

Since stress can lead to burnout and attrition, this study was not able to consider those who may have left teaching as a result of this. Teachers in the Toronto Board of Education are able to voluntarily join a Long Term Disability Plan which enables them to seek medical and professional help while being away from their classrooms for several weeks or months. Since this information is confidential, people who may be on a temporary leave of absence due to burnout could not be involved in a study such as this one. As well, many of those who have left the field of teaching were not able to be located. This occurred in sufficient numbers to invalidate the eventual size of the population which could be reached.

Another method of studying stress would be to examine absenteeism patterns of teachers. Teachers exhibiting high absenteeism could be studied to see if their level of stress is higher than those with low absenteeism but less than those who have left the field. This could not be done in this study because of the inability to obtain such records.

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APPENDIX

February 16, 1984

Toronto Board of Education
Special Education Department
155 College Street
Toronto, Ontario
M5T 1P6

Dear: _____

Because of my role as a consultant and my interest in teachers, I am conducting this study as my thesis requirement for my M.Ed. degree. It looks at job satisfaction and dissatisfaction among teachers. This study and its procedures have been reviewed by both the Special Education Department and the Research Department.

Attached you will find a two-part questionnaire which I would like you to complete by February 29th, 1984. It should take approximately 20 minutes to complete.

Your individual answers will be anonymous and confidential and will only be used for statistical purposes. Please do not put your name anywhere on the questionnaire. If you have any questions or concerns, do not hesitate to phone. Work: 598-4931 ext. 2017. Home: 429-1250.

As soon as you have completed the two sections, place them in the envelope provided and return in the Board mail. At the same time, mail the stamped, self-addressed postcard which indicates that you have completed the survey but guarantees anonymity. In order to get the best possible results, I need close to 100% response.

Thank you for your cooperation. Results of this study will be available by June of this year and will be sent out upon request.

Sincerely,

Sharon W. Milne
Special Education Consultant
(Hospitals and Institutions)

SWM:sje

Q U E S T I O N N A I R E

SECTION A

1. How many years have you been teaching? (Count the present year as a full year.)

   (a) Total _____ years

   (b) In present class _____ years

   (c) In your present school _____ years

2. What ages do most of your students in your class fall into? (Check one.)

   (a) Primary ____ (6 - 9 years of age)

   (b) Junior ____ (10 - 12 years of age)

   (c) Senior ____ (13 - 15 years of age)

3. What is your highest level of education? (Check one.)

   (a) No degree ____

   (b) B.A. or B.Sc. ____

   (c) B.Ed. ____

   (d) Master's degree ____

   (e) Two master's degrees ____

   (f) Doctorate ____

4. What is your highest level of special education training? (Check one.)

   (a) Part I (or equivalent) ____

   (b) Part II (or equivalent) ____

   (c) Part III (Specialist Certificate) ____

5. What other Ministry courses do you have? (List all.)

   _____

   _____

   _____

6. What sex are you?

   (a) Female ____

   (b) Male ____

(Continued..2)

QUESTIONNAIRE

7. What was your age on January 1, 1984? (Check one.)

(a) 20 - 24 ___ (d) 35 - 39 ___ (g) 50 - 54 ___
(b) 25 - 29 ___ (e) 40 - 44 ___ (h) 55 - 59 ___
(c) 30 - 34 ___ (f) 45 - 49 ___ (i) 60 - ___

8. Where do you see yourself one year from now? (Check one.)

(a) Teaching in a behavioural class ____
(b) Teaching but not in a behavioural class ____
(c) Promoted ____
(d) On a leave of absence ____
(e) Resigned ____
(f) Other _____

9. Where do you see yourself 5 years from now? (Check one.)

(a) Teaching in a behavioural class ____
(b) Teaching but not in a behavioural class ____
(c) Promoted ____
(d) On a leave of absence ____
(e) Resigned ____
(f) Other _____

10. What factors would contribute to your staying in the behavioural field? (Use other side if necessary.)

_____

_____

_____

_____

_____

11. What factors would contribute to your leaving the behavioural field? (Use other side if necessary.)

_____

_____

_____

_____

_____

Q U E S T I O N N A I R E

SECTION A

1. How many years have you been teaching? (Count the present year as a full year.)

   (a) Total ____ years
   (b) In behavioural classes ____ years
   (c) In your present school ____ years

2. What ages do most of your students in your behavioural class fall into? (Check one.)

   (a) Primary ____ (6 - 9 years of age)
   (b) Junior ____ (10 - 12 years of age)
   (c) Senior ____ (13 - 15 years of age)

3. What is your highest level of education? (Check one.)

   (a) No degree ____
   (b) B.A. or B.Sc. ____
   (c) B.Ed. ____
   (d) Master's degree ____
   (e) Two master's degrees ____
   (f) Doctorate ____

4. What is your highest level of special education training? (Check one.)

   (a) Part I (or equivalent) ____
   (b) Part II (or equivalent) ____
   (c) Part III (Specialist Certificate) ____

5. What other Ministry courses do you have? (List all.)

   _____

   _____

   _____

6. What sex are you?

   (a) Female ____
   (b) Male ____

(Continued ..2)

QUESTIONNAIRE

7. What was your age on January 1, 1984? (Check one.)

(a)	20 - 24 ___	(d)	35 - 39 ___	(g)	50 - 54 ___
(b)	25 - 29 ___	(e)	40 - 44 ___	(h)	55 - 59 ___
(c)	30 - 34 ___	(f)	45 - 49 ___	(i)	60 - ___

8. Where do you see yourself one year from now? (Check one.)

(a) Teaching in your present class ____
(b) Teaching but not in your present class ___
(c) Promoted ___
(d) On a leave of absence ___
(e) Resigned ___
(f) Other _____

9. Where do you see yourself 5 years from now? (Check one.)

(a) Teaching in your present class ___
(b) Teaching but not in your present class ___
(c) Promoted ___
(d) On a leave of absence ___
(e) Resigned ___
(f) Other _____

10. What factors would contribute to your staying in teaching? (Use other side if necessary.)

_____

_____

_____

_____

_____

11. What factors would contribute to your leaving teaching? (Use other side if necessary.)

_____

_____

_____

_____

_____

SECTION B

(Circle one number only.)

1.	Support from curriculum/special education consultant(s) or coordinator(s).	1 Low	2	3	4	5 High
2.	Rapport with principal and/or vice-principal(s).	1 Poor	2	3	4	5 Good
3.	Responsibility given to do work required.	1 Limited	2	3	4	5 Considerable
4.	Attitude of parent(s) toward(s) your program.	1 Poor	2	3	4	5 Good
5.	Increased status in teaching profession because of your classroom assignment.	1 Limited	2	3	4	5 Considerable
6.	Rapport with students in your class.	1 Poor	2	3	4	5 Good
7.	Rapport with professional other than consultants or administrators.	1 Poor	2	3	4	5 Good
8.	Rapport with curriculum/special education consultant(s) or coordinator(s).	1 Poor	2	3	4	5 Good
9.	Level of satisfaction with the job.	1 Low	2	3	4	5 High
10.	Wages suitable for job performed.	1 Unsatisfactory	2	3	4	5 Satisfactory
11.	Status of behavioural teachers in the board.	1 Low	2	3	4	5 High

(Continued..2)

(Circle one number only.)

12.	Physical location of classroom.	1 Poor	2	3	4	5 Good
13.	Recognition by others of good work.	1 Limited	2	3	4	5 Considerable
14.	Responsibility for deciding subjects to be taught.	1 Limited	2	3	4	5 Considerable
15.	Time available for activities outside of school.	1 Limited	2	3	4	5 Considerable
16.	Opportunity for promotion because of your classroom assignment.	1 Limited	2	3	4	5 Considerable
17.	Rapport with colleagues.	1 Limited	2	3	4	5 Considerable
18.	Time spent on classroom preparation.	1 Limited	2	3	4	5 Considerable
19.	Physical condition of classroom.	1 Poor	2	3	4	5 Good
20.	Opportunity to give inservice or workshops in your field of expertise.	1 Limited	2	3	4	5 Considerable
21.	Physical condition of staffroom.	1 Poor	2	3	4	5 Good
22.	Recognition by parents of good teaching job.	1 Limited	2	3	4	5 Considerable
23.	Overall mental health.	1 Poor	2	3	4	5 Good

(Continued..3)

		(Circle one number only.)
24.	Location of school from home.	1 Poor 2 3 4 5 Good
25.	Recognition of principal and/or vice-principal(s) of good work.	1 Limited 2 3 4 5 Considerable
26.	Authority given by principal and/or vice-principal(s) to carry out your program.	1 Limited 2 3 4 5 Considerable
27.	Colleagues' attitude toward your program.	1 Poor 2 3 4 5 Good
28.	Opportunity to participate in inservice and professional development.	1 Limited 2 3 4 5 Considerable
29.	Freedom to select timetable for students.	1 Limited 2 3 4 5 Considerable
30.	Support from principal and/or vice-principal(s).	1 Low 2 3 4 5 High
31.	Support from professionals other than consultants or administrators.	1 Low 2 3 4 5 High
32.	Support from parents.	1 Low 2 3 4 5 High
33.	Opportunity to assist colleagues needing advice or materials.	1 Limited 2 3 4 5 Considerable
34.	Involvement in school policy decision-making.	1 Limited 2 3 4 5 Considerable

(Continued..4)

		(Circle one number only.)
35.	Rapport with parents.	1 Poor 2 3 4 5 Good
36.	Time spent in meetings involving students or program.	1 Limited 2 3 4 5 Considerable
37.	Support from colleagues.	1 Limited 2 3 4 5 Considerable
38.	Intellectual stimulation of work.	1 Low 2 3 4 5 High
39.	Teaching assignment.	1 Not Challenging 2 3 4 5 Challenging
40.	Physical condition of school itself.	1 Poor 2 3 4 5 Good
41.	Principal and/or vice-principal(s) willing to delegate responsibility to you.	1 Limited 2 3 4 5 Considerable
42.	Status of teachers in your community.	1 Low 2 3 4 5 High
43.	Freedom to select teaching methods.	1 Limited 2 3 4 5 Considerable
44.	Teacher Performance Review as a vehicle for understanding your program.	1 Poor 2 3 4 5 Good
45.	Time spent on supervision of students.	1 Limited 2 3 4 5 Considerable

(Continued..5)

(Circle one number only.)

46.	Present teaching assignment makes best use of your teaching abilities.	1 Limited	2	3	4	5 Considerable
47.	Time spent on school or board paperwork.	1 Limited	2	3	4	5 Considerable
48.	Your job security as a classroom teacher.	1 Poor	2	3	4	5 Good
49.	Status of behavioural teacher(s) in your school.	1 Low	2	3	4	5 High
50.	Freedom to select teaching materials.	1 Limited	2	3	4	5 Considerable
51.	Effect of job on personal life.	1 Negative	2	3	4	5 Positive

(Continued..6)

Do you think merit pay or some additional remuneration should be given to any particular individuals or groups of classroom teachers? (Explain.)

5 March 1984.

Dear _____:

Over a week ago, I sent out a questionnaire which is to be used for my degree work. Did you receive this? If not, please contact me immediately and I will send out another. (w) 598-4931 x2017; (h) 429-1250.

If you have received it and have already returned it, please ignore this letter. There are still some post-cards to come in and yours might be one of them.

If you have not filled in this questionnaire, could you please take a few minutes out of your busy schedule to do this for me. I need 10 more completed before the March Break in order to work on it during this period.

Thank you for taking the time to read this and act upon it. I know that your other commitments at this time of year are very heavy.

Sincerely,

Sharon W. Milne,
Special Education Department,
155 College Street,
Toronto, Ontario. M5T 1P6.